

# Domain 2: The Classroom Environment



## Component 2a. Creating an Environment of Respect and Rapport

**Arkansas TESS Training**

**Based on:**

**The Framework for Teaching** by Charlotte Danielson

# Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

*For further assistance:*

Office of Educator Effectiveness

Arkansas Department of Education

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<http://www.arkansased.gov/>

# Components of Domain 2: The Classroom Environment

**2a. Creating an Environment of Respect and Rapport**

2b. Establishing a Culture for Learning

2c. Managing Classroom Procedures

2d. Managing Student Behavior

2e. Organizing Physical Space

# Learning Outcomes:

## 2a. Creating an Environment of Respect and Rapport

- Understand the elements of 2a
- Distinguish the difference in levels of performance
- Review examples of 2a evidence
- Identify my level of performance on 2a
- Create next steps to improve my level of performance in 2a

# Understanding 2a. Creating an Environment of Respect and Rapport

- If engaging students in learning is the heart of successful instruction, then the heart of engaging students is relationships. The relationship between teachers and students and between students.
- As teachers interact with students, the amount of value and respect that exists for students is shown.
- Educators hear, “Students don’t care how much you know until they know how much you care.” Caring means that students are valued in class and out, as an individual, as a contributor to the process of learning.
- It is possible to create an environment of firmness while still creating an environment where caring for each other is the norm.
- Creating and maintaining expectations for student respect for others is essential to the existence of a safe and bully-free classroom and campus.

# Elements of 2a

## 1. Teacher interaction with students

- ▶ Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.\*

\*Proficient Level of Performance

# Elements of 2a

## 2. Student interactions with other students

- ▶ Student interactions are generally polite and respectful.\*

\*Proficient Level of Performance

# Planning for 2a Evidence

*If the teacher's goal is to have interactions with students that are friendly and show general caring and respect; if the teacher's goal is to have interactions with student that are age and culturally appropriate; if the teacher's goal is to have students show respect for him/her , then*

1. How might a teacher show caring for students? What would the teacher say? What would the teacher do?
2. Can a teacher care writing? Can a teacher care non-verbally? How?
3. What part do feelings play in this element?



# Planning for 2a Evidence

***If the teacher's goal is to have student interactions that are polite and respectful, then***

1. How should the environment to facilitate this be established and maintained?
2. Should students have a part in this process?
3. What strategies would encourage student responsibility and monitoring of this process?
4. What will you do to help students learn about each other and learn together?

## Which 2a element does this Observation evidence address?

The teacher monitors all students as they do group work. She visits with all students and makes no difference in them. Before asking questions she states, “I’ll pull sticks to make it fair.”

The teacher asks questions of every student, and she monitors all of them as they participate in the classroom activities. She smiles and visits with all the students. She assists all of them as each student illustrates atoms.

**a. Teacher interaction with students**

**b. Student interactions with other students**

Answer is a.

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# Which 2a element does this Observation evidence address?

The teacher states “Make sure you share the shapes with every member in your group. We want to be fair.” When students are unable to answer a question, the teacher states, T, do you want to help her?” and “Help him out, please.”

As the teacher draws names that are written on popsicle sticks, she states, “We want to be fair, so we’ll take turns.” When a student cannot answer a question, the teacher says, “C., can you help him out, please?” The teacher asks M. a question, and he doesn’t answer immediately, but C. answers, and the teacher says, “C., remember, we don’t call out.”

- a. Teacher interaction with students**
- b. Student interactions with other students**

Answer is b.

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# Arkansas TESS has 4 levels of performance. . . .

## *Distinguished*

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

# Arkansas TESS has 4 levels of performance. . . .

## Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

# Arkansas TESS has 4 levels of performance. . . .

## Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

# Arkansas TESS has 4 levels of performance. . . .

## Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

# Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>



# This is which level of performance for 1f?

1. Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# This is which level of performance for 1f?

2. Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.
  - Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

## This is which level of performance for 1f?

3. Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# This is which level of performance for 1f?

4. Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# Level of Performance Answers

- 1) Distinguished
- 2) Basic
- 3) Proficient
- 4) Unsatisfactory

**Any surprises?**

# How is 2a successfully demonstrated?

When observing a lesson, an observer/rater may look for the following:

- Teacher words and actions which show value and caring for students.
- Teacher responses to student interactions which are consistent, respectful and with reasonable success. Responses which encourage positive student interactions.
- Students whose words and actions show responsibility for respecting and caring for others.

# Remember

Target *Proficient* performance because  
“Our performance goal is to LIVE in 3...  
And vacation in 4.”

# Think about it. . .

- After reviewing the Performance Levels for **Component 2a: Creating an Environment of Respect and Rapport**, how would you rate on the rubric?
- How might your students disrespect other students? What would be the appropriate response to these situations?
- What is the ‘tone’ of a classroom? How is the ‘tone’ connected to student behavior? How can the ‘tone’ be improved or maintained?



# Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson